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AUTHOR Fanfulik, Marge
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ABSTRACT

Evidence concerning compensatory education programs (designed to overcome educational deficits associated with adverse environmental circumstances) and their impact was sought in a study that investigated the progress made by students in such programs for reading over a six-year span, from middle school and through high school. Data were obtained from cumulative student records and California Achievement Test scores in reading for 20 developmental and 20 remedial students for the years 1980, 1983, and 1985, and were recorded in terms of raw scores and grade equivalents for total reading, including vocabulary and comprehension scores. Results indicated that after six years of remedial reading classes only one student was above grade level performance, about half of these students were still two years below grade level, and the rest were more than two years below grade level. Grade equivalents indicated that remedial students still made moderate gains between the ninth and eleventh grades, but developmental students made more moderate gains in reading achievement by the end of the ninth grade. The results suggest that compensatory education reading programs are helpful to remedial readers--especially in reading achievement--as compared to the developmental sample. (HOD)

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A STUDY OF COMPENSATORY EDUCATION PROGRAMS IN READING TO DETERMINE THEIR EFFECTIVENESS OVER A SIX YEAR SPAN

by

Marge Fanfulik

4/24/86

Submitted in partial fulfillment of the requirements for the Master of Arts degree in Reading Specialization at Kean College of New Jersey April 1986

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ABSTRACT

The purpose of this study was to determine if Compensatory Education programs in reading over a six year period would be effective for students who participated in the remedial program from sixth grade through the eleventh grade. Students attended the same urban middle school and high school. California Achievement Test scores were used as a basis for the study.

Data was compiled and analyzed. Comparisons were made between the samples that were investigated. Statistical analysis was completed to determine the significance of the findings.

Results indicated that students who were in remedial reading programs for a six year period did make some improvement in reading achievement.

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CHAPTER 1

INTRODUCTION TO THE STUDY

This research study is an attempt to show the progress made by students in Compensatory Education Programs for reading while they attended middle school and progressed through high school. The study covers a six year span.

THE STATEMENT OF THE PROGRAM

Have Compensatory Education Programs in reading for the middle grades been effective?

Research studies have been conducted to discover the effectiveness of these reading programs.

THE HYPOTHESIS

Compensatory Education Programs in reading for the middle grades have not been effective. Although reading levels of the middle school students have been increased through the aid of Compensatory Education Programs the amount of progress made over the past twenty years is of questionable significance.

To provide additional evidence concerning Compensatory Education Programs and its impact on reading, a study was conducted to determine if the remedial reading program would reveal a notable increase on California Achievement

Test scores compared to students scores in a developmental program.

THE SIGNIFICANCE OF THE PROBLEM

Many individuals have questioned the effectiveness of Compensatory Education Programs in reading. Since the mid-1970's evaluations of Compensatory Education (C.E.) have reported encouraging findings that probably stem from improved programming.

In 1974 the Elementary Secondary Education Act prescribed mandates for the evaluation of Compensatory Education Programs. Standards were set to be used in evaluating academic performance of children involved and standards were set for the proper handling of funds for Title I (Halperin). Many affective measures of the program are hard to measure. Welbeer (1977) measured the attitudes against children who were not in compensatory classes. Research reported that children enrolled in C.E. reading programs had a better attitude toward reading.

Another positive result of Title I ESEA programs has been called the "spin-off" effect. Due to the remedial practices of the Title I classes many specialized methodologies have been implemented in the regular classroom as preventive measures.

Recent analysis indicate that many of the studies that find a positive relationship between Compensatory Education and achievement gains used evaluation techniques that are sources of upward bias in the estimation of impact (Harst and Fagan). Recent national studies of the program replaced grade equivalents with raw scores and percentiles. Using the raw scores from the Metropolitan Achievement Test, a Compensatory Reading Study, released in 1976, found that a growth rate of students in Compensatory Education compared favorably with students in developmental reading programs and the former were not far behind (Mayeske).

Classroom education is such a complex mixture of individual differences in students, individual differences in teachers, teaching methods, content, educational goals, physical and social environments, and administrative structures that it is almost impossible to isolate narrow methods and practices that either work or do not work for reviewing a large number of studies with different variables from one study to the next, one can extract some strategies that work across a variety of children, teachers and settings, and others that show particular promise for achievement gains.

It is evident that Compensatory Education Programs have been beneficial but diversity among programs does exist and some variables will not always produce a strong positive outcome in all programs initiated under Title I. It took many years to initiate mandates that would foster better programs for the disadvantaged students.

DEFINITIONS

Basic Skill Improvement Program (BSIP):

This program has been in effect a few years in New Jersey. In middle school and high school the remedial program is based on a skill cluster approach that is designed to coordinate with those of regular developmental programs in the district.

California Achievement Test (CAT):

A test that covers specific areas of reading, language and math.

Compensatory Education (C.E.):

Educational practices designed specifically to overcome or forestall educational deficits associated with adverse environmental circumstances, especially among different population sub-groups.

Developmental Reading:

Regular school reading programs.

Disadvantaged:

Culturally and educationally deprived children.

ASSUMPTIONS

It is assumed that Compensatory Education Programs in reading have had a positive effect on reading attitudes through middle school and high school.

It is assumed that over a six year span remedial reading students will be almost as successful in reading as students in developmental programs.

It is assumed that California Achievement Test scores will show improvement in reading achievement of remedial readers as they progress from middle school through high school.

LIMITATIONS

The experimental and control groups are only a small random sampling of students from the developmental and remedial programs.

The California Achievement Test is the only valid measure used for a study of reading achievement gains over a six year period for the two groups.

The results of this study will only reflect the proresss of twenty students in Compensatory Education reading

programs versus twenty developmental students from one middle school as they progressed through high school.

SUMMARY

Chapter 1 is an overview of this research study. The main purpose of this study was to obtain data to find out if Compensatory Education Programs in reading are providing students the ample assistance in reading that is necessary for them to make notable gains on California Achievement Test scores through middle school and high school.

This chapter incorporates the statement of the problem, the hypothesis, the significance of the problem, definitions, assumptions, and limitations.

CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTION

Compensatory Education programs to improve reading comprehension, have been in existence for the past twenty years. Many studies have been done to find out how effective these programs have been. Recent studies show there have been modest and consistent gains in the achievement level of students in the elementary and middle grades.

Now with high school graduation requirements recently mandated by the State Board of Education, monies will be diverted from preventative and early remedial programs to older students who need help to pass a high school graduation test.

The United States Office of Education (USOE) spends more money annually on education than any other government agency except the Department of Defense and Social Security. Each year since the early 1960's it has spent millions of dollars on reading programs (Penney, 1970). The USOE sets guidelines, priorities, and funding levels. The passage of the Elementary and Secondary Education Act with the Economic Opportunity Act of 1965 poured massive funds into

education. Most were funneled into reading programs, since that seemed to be the area of greatest need. In 1965, school reading programs began their transformation from used Volkswagen sedans into new Cadillac convertibles (Yarington). Funds became available to train teachers and get new books and audio-visual materials. Reading was the top priority for most of the funds spent on schools with poor and disadvantaged pupils.

New Jersey has a Basic Skills Improvement Program (BSIP) that provides supplemental instructional services for students in the area of communication and is funded from federal, state and local sources. Within the Basic Skills Improvement Program, the instructional services are designated to coordinate with those of the regular developmental program in the district.

RELATED LITERATURE

With respect to global policy on compensatory education, policy makers should take into account the increased achievement of students who have received the benefits of such programs at Title I ESEA, rather than emphasizing the relatively modest magnitude of such gains (Haywood, 1982).

According to the 1980 Annual Report of the Department of Education, one of the major accomplishments of the fiscal year 1980 was an improvement in student achievement scores in major cities such as Detroit and Los Angeles (Meeks, 1982). The authors of the report felt that Title I compensatory classes played an important role. There appears to be a lack of information concerning the effectiveness of Title I classes. Much of the information relates to the attitudes of parents and teachers, rather than to statistical evidence concerned with the effectiveness of the program. Hecht (1973) stated not only was there a lack of standardized procedures for evaluating the programs, but there was no standard way to disseminate any information that was gathered.

Several studies were reviewed by Frost and Rowland (1971), which took place in junior high schools. Some of the remedial programs that proved to be successful in junior high schools were Project R-3 (Readiness, Relevance, and Reinforcement) in San Jose, California and the Communication Skills Center Project of Detroit, Michigan. Experimentals improved more than the controls.

Probably the most promising report to date in the positive aspect of Compensatory Education is the recently

released survey conducted by the National Assessment of Educational Progress (NAEP) over a ten year period. The sampling included 9, 13, and 17 year old children in the area of reading (Stickney and Plunkett, 1982). Zeroing in on Title I NAEP reported significantly greater gains between 1970 and 1980 for students in Title I eligible schools at all levels tested.

The move toward compensatory education coincides with society's concern for the disadvantaged youth whose low achievement levels, according to some educational and social reformers, can be compensated by an improved school environment with remedial programs and special activities (Ornstein and Levin, 1981).

A 1976 national survey of compensatory reading programs identified characteristics of successful schools as follows: emphasis on improved reading resources; outstanding administrative leadership; careful attention to basic skills; relative breadth of materials; and evidence of cross fertilization of ideas among teacher (Mayeske, 1979).

In the twenty years that followed, compensatory education-especially Title I of the ESEA of 1965-developed into a sophisticated and effective program. Recent studies of compensatory education have found modest but consistent

gains in participants' later achievement (Plunkett, 1985), a finding that supports the contention that, given realistic resources and orderly processes of funding, progress can continue toward closing the achievement gap for disadvantaged children.

During the past ten years Title I/Chapter I programs have steadily improved the academic achievement of disadvantaged children (Stuckney and Plunkett, 1982). This outcome has been due to improved evaluation procedures and better understanding of how to run the program. The components of the program that contribute to their high quality include matching instruction to children's needs, using a diagnostic/prescriptive approach, providing appropriate staff development, and involving parents. This effectiveness and sophistication took time. The challenge of the program is to convince national leaders of its effectiveness and the pressing need for adequate funding to serve disadvantaged children even better in the future.

In a study of the academic achievement of historically lower-achieving students during the seventies, Roy Forbes, (1985), claims that academic achievement of these students did improve during the seventies and the national and state efforts probably played a central role in that improvement.

In the early to mid 1970's the Right to Read program was eager to demonstrate the effectiveness of its effort to improve basic skills. In its 1970-71 assessment the National Assessment of Functional Literacy supported a number of conclusions. Performance of items that measure the most basic of reading skills improved during the seventies. The greatest gains in performance were registered by students in the lower-performing groups.

During the Johnson years, largely because of the Elementary Secondary Act (ESEA), federal education expenditures increased, reaching nine billion annually. By the end of the Carter Presidency, federal spending swelled to fourteen billion a year. When Ronald Reagon became president he recommended a reduction in federal spending for educational programs because he felt these programs did little good to aid the disadvantaged. In 1982, a report of the National Commission on Excellence in Education, A Nation at Risk, cited widespread deficiencies in our educational system. The fact that we have not yet closed the gap in performance between the advantaged does not mean that efforts were in vain (Stickney and Marcus, 1985).

Changing a school is hard work and takes skilled leadership, dedication, patience, and time (Sarason, 1971).

The Federal, State and local efforts to provide support for Compensatory reading programs have benefited many students, teachers, and communities. Much remains to be achieved in improving the quality of Compensatory reading programs. Such improvements will build upon more adequate teacher training, upon activities that enhance the integrity of schools as organizational systems, and upon assessment methods that provide a clear picture of student strengths and weaknesses (Calfee and Drum, 1983).

Released in 1976, the Compensatory Reading Study tested over 50,000 Compensatory Education and non-compensatory education pupils. According to George Mayeske, sponsor of the study, there were problems that involved "lack of power control for statistical regression."

A five year study was made at junior high schools in Newark, New Jersey school system between 1965-1970. Students who had previously been in a Compensatory Education program were tracked to find out what academic gains were made by the program. The results were that students made better grades in junior high school but standardized test gains did not improve reading level and IQ (Jensen, O'kane, Guybeal, Friedricks, 1972).

Jane David and Sol Pelavin (1978) conducted a study in which they collected data from evaluations of several

compensatory-education programs involving junior high school students. They used data from only those programs that gave fall and spring standardized achievement test scores. The outcome of the study suggested that large achievement gains produced by compensatory education programs over the school year may be followed by corresponding achievement losses over the summer. If the program were based on a fall-to-fall score, achievement gains would be less than achievement gains made on the fall-to-spring test norms.

Davidoff (1974) reported on the progress of Title I children in the Philadelphia city schools by examining scores of students with serious reading problems who were in compensatory education programs and other children who, for some reason or another, were not in compensatory education programs even though they were reading below grade level. The students in Title I classes made substantial gains in reading achievement scores, where-as non participating students did not. Children in Title I schools made a 75% gain in reading when compared to the same schools before Title I.

Similar results were reported to the Ninety-Sixth Congress (Oversight Hearing on Title I, 1979). The Iowa State Title I director reported that Title I classes

showed a NCE gain of 6.3 for the 1977-78 school year. The state had an average NCE gain of 4.2 in reading.

A success story was told from Ohio for 1978. Participants in Title I compensatory reading classes gained an average 12 NCE's for that year. Ohio reported that the highest priority for Title I services in the state was to provide supplemental reading instruction.

Carter (1982) reported the results of the largest study ever undertaken of elementary education. The Sustaining Effects Study was primarily concerned with Compensatory Education as funded under Title I of the Elementary and Secondary Education Act. As a result of the research it was concluded that it was important to study the progress of individual students rather than groups of students. Even where students were theoretically receiving the same treatment, there was a wide variation in the materials that were used. Also the same groups were often composed of different students from time to time. When tracking was done from on grade level to the next grade level about a quarter of the best students were replaced by new poorer students. In any cross-sectional study of groups, the results were bound to be based on non-comparable comparisons. This problem was probably responsible for the negative findings of the effectiveness

of Title I in many earlier studies.

In 1985 Title I of the ESEA its offspring, Chapter I and such regulatory mandates as supplemental instruction, parental involvement, and achievement testing have been relatively effective egalitarian strategies.

SUMMARY

Many individuals have questioned the effectiveness of Compensatory Education programs. Compensatory Education programs seem to have suffered from a bad public image. This could be due in part, to unrealistic goals expected from the program. Many people have expected the gap between Title I students and the average of above average students to decrease. While Title I students are receiving extra help outside the classroom regular classroom teachers have more time to spend with the other students. The gap isn't necessarily decreasing, but all levels of ability are being increased. So all students benefit because of compensatory education programs. Many articles in reading achievement relate that a modes gain is better than no gain at all.

In general, Compensatory Education works, but does not work as well as it could. At the national level, such massive programs as Title I of the Elementary and Secondary

Education Act have gone a long way toward achieving their objective of bringing special educational services to children who have special educational needs. Large numbers of children are served by the programs but others who need help in reading are not serviced because of rules and regulations of Title I programs. Studies are still needed to test specific classroom strategies and approaches in a small number of varied contexts to get a better laboratory model of what the most effective approaches are in making greater reading achievement gains on standardized test scores.

CHAPTER III

DESIGN OF THE STUDY

INTRODUCTION

The results of previous research studies concerning the effects of remediation in reading relating to Compensatory Education indicate these programs have not had suitable means to measure the overall effectiveness of the programs. Students in the Compensatory Education Programs do benefit even though the gains are not overwhelming. The developmental students also benefit because when students are taken out of regular classes for remedial reading the other students are in smaller classes and are obtaining extra help.

The Compensatory Education classes have been operating in a large urban middle school in northeastern New Jersey since 1976. No previous study has been done in this school system to determine whether gains in the middle school have been substantial from Compensatory Education Programs. Students were tracked from sixth grade through high school.

The study has significance to educators and administrators for future reference in planning and implementation.

PROCEDURES USED

A student profile form was used by the researcher to systematically compile data on developmental and remedial students who attended the same middle school and who were currently seniors in high school. The researcher visited the high school and reviewed cumulative records to obtain California Achievement Test scores. In examining records some test scores were missing for various years over a six year span (1979-1985). Data was compiled and compared between each sample using test scores from the CAT for the spring of 1980, 1983, and 1985.

SOURCES AND METHODS OF GATHERING DATA

The data on the original developmental and remedial reading students was gathered from a large urban high school in New Jersey.

The original population that could be tracked consisted of twenty developmental and twenty remedial reading students who advanced from sixth grade through high school. These names were taken from an original enrollment list in 1979 but many students moved during the six year span. The researcher devised a form and used it to record data on individual students. Individual student folders were reviewed and CAT scores were recorded from the spring of 1980,

1983, and 1985. The researcher had to use a student identification book to obtain homeroom numbers to locate cumulative folders on each student. Records were kept in three different Guidance Offices. It was assumed by the researcher that test scores from the CAT were valid. The various differences in grading styles between teachers was considered and report card grades were not used.

Once data was obtained on all the original program participants, it was reviewed and analyzed by the researcher.

DESCRIPTION OF DATA-GATHERING INSTRUMENTS USED

The form developed by the researcher separated information for the years 1980, 1983, and 1985. For each year data included CAT scores in reading for twenty developmental and twenty remedial students. Information was recorded in terms of raw scores and grade equivalents for total reading which included vocabulary and comprehension scores.

SUMMARY

The data obtained on the progress made by the original Compensatory Education students over a six year period ending with their present status was compiled and compar-

isons between each sample were made. The information that was obtained is presented and analyzed in the following chapter.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

INTRODUCTION

The presentation and analysis of data are reported and discussed in this chapter. Data is presented through the use of tables and textual discussion. The presentation of data has been divided into three tables: raw scores and grade equivalents for developmental students, raw scores and grade equivalents for remedial students, and comparability of original populations. Comparisons are made between Samples I thru VI over a six year period, beginning with the 1979-80 school year and ending with the 1984-85 school year.

PRESENTATION AND ANALYSIS OF DATA

Comparability of Original Populations

Statistical calculations were completed to determine the comparability of the students in Sample I thru VI based on California Achievement Test scores administered in the spring for grades 6, 9, and 11. Statistical analysis of the means of sample one, two, and three, as well as likeness items of samples four, five, and six indicated there was no significant difference between the

two sets of three sample populations. The data being non-revealing, t's are not reported. However, as table one shows there is a marked contrast between the samples of developmental and remedial students of a given year. These mean differences were significant, as should be expected.

TABLE I

COMPARABILITY OF ORIGINAL SAMPLES BY CAT SCORES

	Year	Mean	SD	t	
Sample I	1979-80	51.6	7.62	5.86	.01 level of
Sample IV	1979-80	50.3	5.11		significance
Sample II	1982-83	53.2	7.17	8.5	.01 level of
Sample V	1982-83	54.1	7.03		significance
Sample III	1984-85	49.6	7.75	6.2	.01 level of
Sample VI	1984-85	33.1	8.56		significance

Program Placement-Developmental

Analysis of the data as seen in Table II indicates that most developmental students remain competent readers as they advance through high school which is shown by raw scores and grade equivalents for grades 6, 9, and 11.

Reading achievement as indicated by Grade Equivalents seem to show the most substantial gains in the spring of the ninth grade.

TABLE II

RAW SCORES AND GRADE EQUIVALENTS ON THE CAT FOR STUDENTS IN DEVELOPMENTAL READING CLASSES COVERING A SIX YEAR PERIOD

	Sample I		Sample II		Sample III	
	School Year (1979-80)		School Year (1982-83)		School Year (1984-85)	
	Grade 6		Grade 9		Grade 11	
	RS	GE	RS	GE	RS	GE
1.	48	7.0	44	9.7	47	12.3
2.	60	9.5	62	12.9	66	12.9
3.	47	6.8	51	11.0	48	12.7
4.	59	9.0	57	12.8	54	12.9
5.	58	8.8	52	11.1	53	12.9
6.	45	6.5	55	11.9	45	11.7
7.	40	5.9	41	9.0	37	10.0
8.	55	8.1	56	12.4	53	12.9
9.	46	6.7	44	9.7	41	10.8
10.	49	7.2	49	10.5	56	12.9
11.	37	5.6	39	8.7	47	12.3
12.	51	7.6	58	12.9	52	12.9
13.	49	7.2	54	11.6	46	12.0
14.	48	8.8	60	12.9	57	12.9
15.	60	9.5	58	12.9	57	12.9
16.	54	8.0	51	11.0	48	12.7
17.	45	6.5	57	12.8	41	10.8
18.	55	8.1	65	12.9	64	12.9
19.	48	7.0	49	10.5	49	12.9
20.	68	12.9	61	12.9	37	10.0

Program Placement-Remedial

Analysis of the data as presented in Table III shows that remedial readers make substantial gains in reading achievement over the six year period. While more developmental students reach their greatest level of reading

gains by the ninth grade the remedial students still continue to make moderate gains in the spring of the eleventh grade even though most reading levels are still below grade levels.

TABLE III

RAW SCORES AND GRADE EQUIVALENTS ON THE CAT
FOR REMEDIAL STUDENTS
COVERING A SIX YEAR PERIOD

	Sample IV		Sample V		Sample VI	
	School Year (1979-80)		School Year (1982-83)		School Year 1984-85)	
	Grade 6		Grade 9		Grade 11	
	RS	GE	RS	GE	RS	GE
1.	29	4.7	24	6.1	31	8.7
2.	27	4.5	38	8.5	28	8.0
3.	23	4.0	44	9.7	32	8.9
4.	32	5.3	25	6.3	18	5.3
5.	33	5.1	47	10.1	33	9.0
6.	20	3.6	34	8.0	49	12.9
7.	30	4.8	24	6.1	43	11.1
8.	21	3.8	35	8.0	38	10.1
9.	40	5.9	41	9.0	37	10.0
10.	29	4.7	26	6.5	23	6.9
11.	35	5.4	39	8.7	39	10.3
12.	32	5.0	38	8.5	31	8.7
13.	37	5.6	36	8.2	44	11.4
14.	31	4.9	28	6.9	18	5.3
15.	27	4.5	34	8.0	26	7.7
16.	37	5.6	38	8.5	36	10.0
17.	31	4.9	39	8.7	33	9.0
18.	31	4.9	39	8.7	38	10.1
19.	32	5.3	27	6.7	42	11.0
20.	29	4.7	26	6.5	23	6.9

SUMMARY

The information was presented and analyzed in this chapter through the use of tables and textual discussion.

After six years of remedial reading classes only one student was above grade level performance, about half of the students were still two years below grade level and the rest were more than two years below grade level. Grade equivalents indicate that remedial students still make moderate gains between the ninth and eleventh grades but developmental students make more moderate gains in reading achievement by the end of ninth grade.

CHAPTER V

SUMMARY AND CONCLUSIONS

INTRODUCTION

The purpose of the study, the procedures used, and the results of the investigation are reviewed in this chapter.

RESTATEMENT OF THE PROBLEM

The purpose of the study was to determine the effects of remediation in reading on the original Compensatory Education participants who had remedial reading classes from the sixth grade through the eleventh grade. A random check of CAT scores for the sixth, ninth, and eleventh grade students was made and a random check was done for the original students in a developmental program for the same grade levels. It was hypothesized that those students who had remediation would benefit from the program as shown from the results of the CAt scores. The conclusion formulated should be useful to administrators and educators in future program planning and implementation.

DESCRIPTION OF PROCEDURES

A form was devised and used to accurately record information on the population being studied. The

researcher visited the high school in which the students were presently in attendance and reviewed cumulative records in student folders for original remedial and developmental students who attended the same middle school as sixth grade students in 1979. CAT scores were reviewed for grades six, nine, and eleven which ended with the 1984-85 school year. The data was compiled and comparisons were made between each sample. Statistical analysis were completed to determine the significance of the data.

MAJOR FINDINGS AND CONCLUSIONS

The data was analyzed and conclusions were drawn regarding the effectiveness of Compensatory Education programs.

It was concluded that Compensatory Education reading programs were helpful to remedial readers especially in reading achievement as compared to the developmental sample.

Data indicated there was no significant difference at the .01 level of significance between students who were in a developmental program and students who were in a Compensatory Education Program for reading. However, since moderate gains were made especially at the eleventh grade level for remedial readers it appears to be evident

that compensatory programs have some benefits for remedial readers.

It is concluded that students who are in Compensatory Education Programs do need these programs to become more competent readers.

IMPLICATIONS

It is concluded as a result of this study that it is beneficial for middle school students who are in remedial programs to continue to these programs in high school in order to improve reading skills. The results of this study will assist administrators and educators in future program planning and implementation. It would be beneficial to conduct further studies to determine the continued success of remedial programs.

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APPENDIX

STUDENT PROFILE

LISTING OF CAT SCORES

DEVELOPMENTAL_____ REMEDIAL_____

YEAR	RAW SCORES	GRADE EQUIVALENTS
1979-1980		
1982-1983		
1984-1985		

DEVELOPMENTAL_____ REMEDIAL_____

YEAR	RAW SCORES	GRADE EQUIVALENTS
1979-1980		
1982-1983		
1984-1985		

DEVELOPMENTAL_____ REMEDIAL_____

YEAR	RAW SCORES	GRADE EQUIVALENTS
1979-1980		
1982-1983		
1984-1985		

DEVELOPMENTAL_____ REMEDIAL_____

YEAR	RAW SCORES	GRADE EQUIVALENTS
1979-1980		
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